



# CADA News

CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES  
LEARNING, LEADING, LIVING

Winter 2006

Volume 105 No. 3

## *"The Case For High School Activities"*

**A**t a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as important as those taught in the classroom. Unfortunately, there appears to be a creeping indifference toward support for high school activity programs by the general public. This neglect undermines the educational mission of our schools and the

potential prosperity of our communities. There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material.

From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive. The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth. The NFHS supports co-curricular endeavors through many avenues, including:

- The Citizenship Through Sports and Fine Arts curriculum – The curriculum is designed to help coaches and advisers use teachable moments to create better young

people through co-curricular activities.

- National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics and other activities such as speech, music, drama, band and spirit squads during



this week-long celebration the third week in October.

- Student Activities: An Integral Part of Education – This presentation documents the value of high school athletic and activity programs and includes a slide presentation

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## *State Convention is Ready in RENO*

**M**ake your plans now to be a part of the 2006 CADA State Activities Director's convention in Reno, Nevada, March 1-4 2006. The theme is "the CADA Film Festival" and these four days promise to be jam-packed with information, inspiration and skills to help you make a difference at your school in the areas of leadership development and student activities. The four-day program includes incredible keynote speakers, plus over 100

workshops and 100 "Meet the Pro's" presenters including the new Curriculum Roundtable format where you will take away actual lessons that can be used in your classroom the next week. Workshops are provided for newer advisors and more experienced advisors plus sessions for specialists including cheerleading, finance and administration. Sessions begin Wednesday afternoon with special presentations including Micah Jacobson of the Boomerang Project and

Mike Smith of Differencemakers Ltd. that precede the opening General Session featuring the incomparable Jeanne Robertson. Don't miss Jeanne's return to CADA!

Incorporating the power of film into the convention will not only provide new perspectives on teaching leadership but is also a terrific backdrop for entertainment and fun as we interact around meals, music,

(Continued on page 6)

23rd Annual CADA/CASL LEADERSHIP CAMPS - 2006

# LEADERSHIP RODEO WITH CADA/CASL LEADERSHIP

U. C. SANTA BARBARA \* STANFORD UNIVERSITY

## CADA Leadership Camps

- ... are a great setting to develop personal and interpersonal skills
- ... help to ensure future success in high school, college and the 21st century work force
- ... are staffed by professional and credentialed educators
- ... have been training California student leaders for 22 years

## CADA/CASL CAMP CAN HELP YOUR STUDENTS TO BECOME ...

- ☞ DYNAMIC STUDENT LEADERS
- ☞ WELL-ROUNDED TEAM PLAYERS
- ☞ CREATIVE PROBLEM SOLVERS
- ☞ EFFECTIVE COMMUNICATORS
- ☞ SUCCESSFUL PRESENTERS
- ☞ VISIONARY PLANNERS

## SPECIAL CASL/CADA MIDDLE SCHOOL CAMPS AT U.C. SANTA BARBARA AND STANFORD

This unique middle school camp program will allow your younger leaders to gain valuable experience in leadership. Middle school students will be organized into councils under the guidance of credentialed CADA staff members assisted by CADA trained CASL student officers. This year CADA/ CASL Middle School Camps are limited to those grade levels (6th through 8th grade). **We do require an advisor or responsible adult attend with your delegation.**

## EXPERIENCE INCLUDES

- ☞ Leadership Activities Handbook - 280 pages
- ☞ Camp Video - High School Camps & Middle School Camps
- ☞ C A D A / C A S L

LEADERSHIP CAMP T-shirt

- ☞ CADA/CASL Leadership Certificate

## ADVISOR SESSIONS

The advisor program, which is parallel to the student program, will cover topics designed to assist new and experienced advisors in developing the best plan to meet their individual



school activity plans. **Again this year college credit will be available for the full advisor program.** (There is an additional fee for this credit.)

## LEARN LEADERSHIP SKILLS

Workshops designed to develop effective leadership skills will be presented at each camp. **Topics may include:**

- Effective Meetings
- Communication
- Working with the Advisor
- Goal Setting
- Time Management
- Officer's Responsibilities
- Student/Staff Recognition
- Fundraisers and Finances
- Proms and Homecoming
- Community Service
- Multi-Cultural Activities
- Publicity
- Rallies and Assemblies
- Conflict Management
- Noon-time Activities
- Elections
- Stress Management
- Challenge Course Activities
- Substance Abuse Prevention
- Problem Solving
- Tobacco Use Prevention
- Solving campus concerns
- Diversity
- Interpersonal skills

- Environmental Awareness
- Public Speaking
- Creative Yearbook Ideas
- New Games
- Project Planning
- Personality Styles

## RATES FOR 2006 APPLY NOW AND SAVE MONEY!

## STUDENTS NAMES ARE NOT NEEDED UNTIL EARLY JUNE.

### High School Rates

Regular Rate: \$495/student. Full payment must be postmarked by June 1, 2006. Late Rate: \$525/student after June 1, 2005. Special Advisor Rate: \$395/advisor. Advisor will help with supervision as needed.

### Middle School Rates

Regular Rate: \$435/student. Full payment must be

postmarked by June 1, 2006. Late Rate: \$465/student after June 1, 2005. Special Advisor Rate: \$345/advisor. Advisor will help with supervision as needed.

If there are no CADA members at your school, please contact CADA Central for current membership fee structure, or contact Jack Zielger for further details. Membership in the California Association of Student Leaders (CASL) is included in the price of membership.

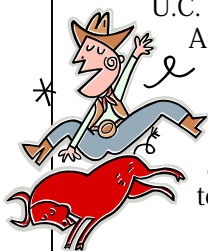
## CONTACTS

**Jack Ziegler**—Camp phone number (530) 662-8533, Home (530) 666-0808, FAX (530) 662-8118, E-Mail: jziggie@aol.com

**John Gibson**— School (661) 871-7221, Home (661) 871-7458, E-Mail: jgibson@khsd.k12.ca.us

## Convention Discount & Dates

The CADA Leadership Camp staff has started to plan for the 2006 camp season. Our dates for the program held at U.C. Santa Barbara and Stanford University are below. At the CADA Convention, CADA Film Festival, from March 1-4, in Reno, we will be offering a Special Convention Rate Coupon to those members who attend. This coupon offers significant savings for your school so make sure to stop by the CADA Leadership booth in Reno.



## CADA CAMP DATES FOR 2006

- U.C. SANTA BARBARA, HIGH SCHOOL • JULY 14 - 17
- U.C. SANTA BARBARA, HIGH SCHOOL • JULY 19 - 22
- U.C. SANTA BARBARA, MIDDLE SCHOOL • JULY 24 - 26

- STANFORD, HIGH SCHOOL • JULY 30 - AUG 2
- STANFORD, MIDDLE SCHOOL • AUGUST 4 - 6

For more information contact Jack Ziegler...  
Phone: 530-662-8533 E-Mail: jziggie@aol.com

## Meet the Vice Presidential Candidates

### Patty Judge

A colleague of mine has the knack of stressing the importance of doing the **right thing** at the **right time**. CADA has been in the **right place** for me at the **right time**! I have been fortunate to experience the benefits of this organization. Now its time for me to do the **right thing**....So with great excitement I, Patty Judge, declare my candidacy for Vice President.

When I was hired as an Activity Director in 1987, I discovered CADA, just at the **right time**. I was introduced to summer camps, leadership conferences, and the convention. With little knowledge of student activities, CADA was an essential experience for me and I haven't missed one such conference in 18 years. CADA has been the **right thing** for me! My first opportunity to become a part of the leadership team for CADA was through Stanford camp. I had the pleasure of working as a staff member and began to develop a network of advisors that have turned into invaluable resources and friendships. At my fifth convention, I started to feel something pulling me towards a deeper commitment to the mission of CADA. I felt it was the **right thing** to increase my involvement with the organization. Area conferences became a place for me to share my organizational skills. I began assisting with planning, organizing, and facilitating conferences. I volunteered for a position on the area council in 1996, and this next convention in Reno will mark my 10<sup>th</sup> year serving area "A". From



Patty Judge—VP Candidate

1999-2001 I served as assistant coordinator. When I made the decision to run for assistant coordinator, six years ago, I knew I had an interest in running for Vice president some day, and took advantage of each opportunity I could to gain knowledge and tried to expose myself to various aspects of the organization.

For the last 4 years I have served as Area Coordinator and have found this position on the Board of Directors to be stimulating. It empowered me to increase my commitment to CADA's mission.

Currently, public education is experiencing challenges and transformations. Developing and maintaining student activities is difficult as we struggle to meet state standards, restructure school

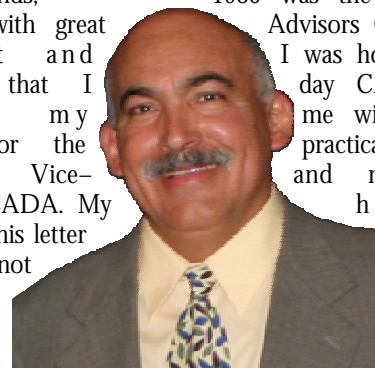
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### Tiburcio Garcia

Dear Friends,  
It is with great excitement and anticipation that I announce my candidacy for the position of Vice-President of CADA. My hope is that this letter will serve not only as an introduction but also will illustrate my experiences

and qualifications for this position. I am passionate about the work we, as Activities Directors/Advisors, do for young people and I would be honored to serve as a leader of CADA, the preeminent student leadership organization in the nation.

I have been in education for twenty-two years. I teach U.S. History and have served as the Activities Advisor at Sunny Hills High School for twenty-one years. My very first CADA Conference in September of



Tiburcio Garcia—VP Candidate

1985 was the Area E New Advisors Conference and I was hooked. In one day CADA provided me with the advice, practical information and materials that helped me improve my skills as an advisor and the existing program at my school.

My students and I have attended the Area F High School Leadership Conference since 1987, the CASL State Convention whenever possible, and are annually involved as mentors at the CASL Middle School Conferences. I attended my first CADA State Convention in 1988. The value of our annual convention and my association with CADA has been immeasurable to me as a teacher and advisor, positively impacting not only my students, but the school and community at large. As an active member of the Area F Council since February of 1991, I have helped organize and present workshops and have been the Conference Coordinator for both adult and student leadership conferences. I was elected Area F Coordinator in the year 2000 and served on the State Board for four years. While on the state board, I served as the Chair of the Scholarship Committee which has now been awarding scholarships for four years. I was also a member of the Sponsorship Committee which created new sponsorship levels increasing our sponsors and

*(Continued on page 5)*



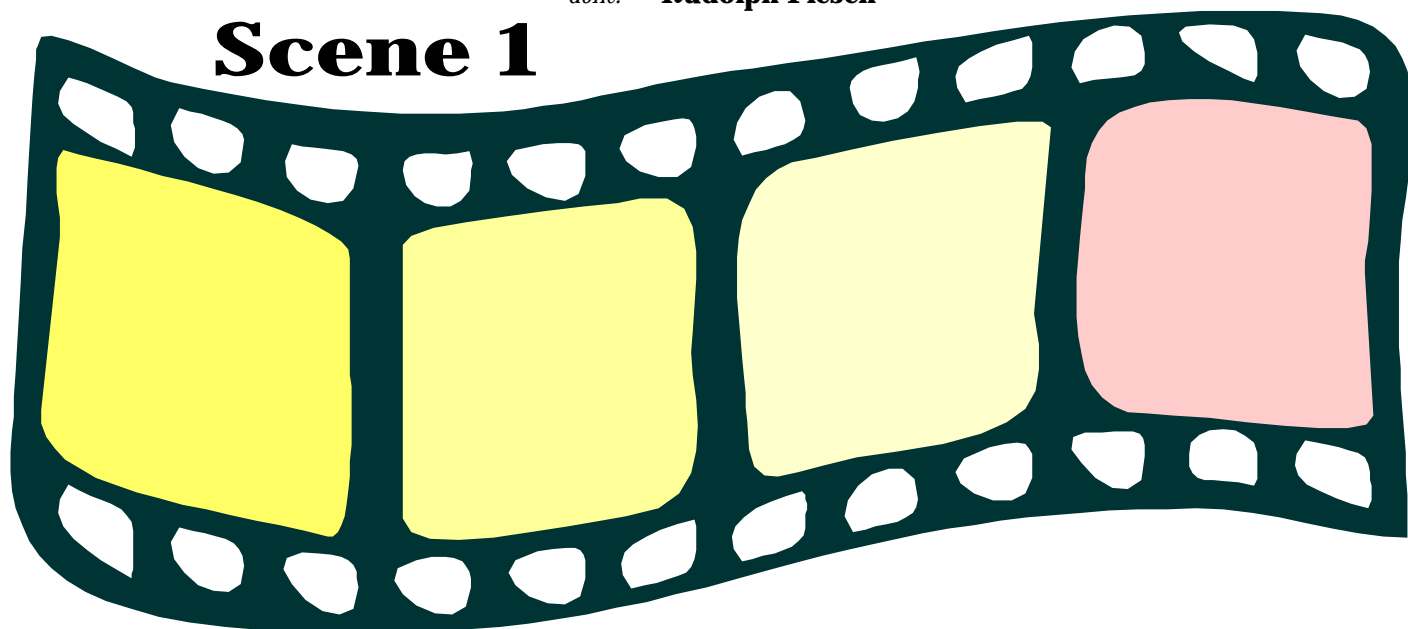


## ***“Keep It Reel”***

**L**ike a movie, leadership in school is on display for all to see. We try to present our best selves each day, just like a movie is presented in each frame. As you go through the scenes today, “create your frames,” reflect upon your past in leadership and synthesize ways you will incorporate what you learn into your school. During each scene you go to today, make a list or draw a picture in the frames on this paper, share them with your class, and integrate your new ideas at your school. Be creative and open-minded.

*“Creative thinking may mean simply the realization that there’s no particular virtue in doing things the way they’ve always been done.” - Rudolph Flesch*

### **Scene 1**



## ***The CADA Film Festival List of Workshops***

- ★ Activities That Teach
- ★ Middle School Class Organization
- ★ Organizing Your High School Class
- ★ Friday Fundays VII
- ★ Legal Aspects of Student Activities
- ★ Sportsmanship, The Ongoing Approach
- ★ How to Survive as Cheerleader Advisor
- ★ Music in the Classroom
- ★ Organizing Your Leadership Program
- ★ Star Testing, Activities
- ★ Leadership –The Hardest Easy Thing
- ★ Reaching the Invisible Students
- ★ Rallies that Explode
- ★ Communicating your core values to the school community?
- ★ Spirit Works...Turn It On!
- ★ Leadership Goes to The Movies
- ★ Homecoming an Inclusive Occasion
- ★ So You Want to be Activities Director?
- ★ Nuts & Bolts 1 – ASB Finance
- ★ If It's Only Dancing, Then Why is Everybody "Freaking Out?"
- ★ The Interaction Method
- ★ Activities That Teach
- ★ Recognition Reloaded
- ★ Activities of A Third Kind
- ★ Fantasyland Theater
- ★ Leadership Factor
- ★ Leadership In The Movies
- ★ C.A.R.E. for Your ASB...
- ★ Tips for New Advisors
- ★ Resources for New Activity Directors
- ★ Crazy Eights of Leadership
- ★ Involving Invisible Students
- ★ Vision: The Essence of Leadership
- ★ Communications Among Staff, Students & Community
- ★ Crazy Crowd Pleasers
- ★ Character Education In The World of Activities
- ★ Create Dynamic DVDs
- ★ Teaching to the CADA Standards
- ★ Celebrate What's Right With The World
- ★ Activities That Teach
- ★ Lessons Aligned with the Communication Strand
- ★ Building Relationships/Building Connections
- ★ From the Other Side – Student Store
- ★ Star Rallies That Shine
- ★ Cultural Cavalcade
- ★ Spirit Rallies
- ★ Vision: Essence of Leadership
- ★ Every 15 Minutes
- ★ Advanced Learning Seminars: (Online registration required)
- ★ Activities That Teach
- ★ Powerful Leadership

Visit the CADA WEB Page [www.CADA1.org](http://www.CADA1.org)  
for conference updates



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# RUSS PEAK

### MAGIC OF THE MIND

## 800-381-5858

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**"Not only were our students amazed, but they were honestly moved by your personal stories and challenges to them to be the best that they can be. I have never had an assembly that has had such a lasting, positive impact on our student body."**  
*Curt Chase - Piñon Middle School*

**"Russ Peak has the ability to relate to high school students and they really listen to what he has to say. Whether Russ is strictly entertaining a group or providing a message, he is a dynamic presenter."**  
*Lisa Dieker - Thomas Downey High School*

**"The students are still talking about what they saw and how much they enjoyed your engaging and entertaining performance. What is even better, is that the TEACHERS are talking - and that tells me that everyone had a great time!"**  
*Joanne Laird - Monta Vista High School*

**"Russ brought professionalism and excitement to our conference. Every advisor and student who heard and saw Mr. Peak's keynote address was deeply amazed by his magical prowess and his clear, precise message."**  
*Don Dagné - Clifton Middle School*

**"Russ is in a class by himself. His product is pure, and his integrity strong. Not only does he deliver one heck of a speech, but does it with the students and audience in mind."**  
*Paul Chylinski - Loara High School*

**"He kept them on the edge of their seats - captivated - throughout the entire assembly!"**  
*Chuck Noroian - Everett Alvarez High School*

**"These kids can be a hard audience but you hooked them. The students loved it. I know I can always count on you to put on a good show."**  
*Amy Campbell - Ranch Verde High School*

**"It was a great blend of fun, fascination and motivation. Your acronym MIND was appropriate for our middle school kids. Thanks again!"**  
*Denise Van Doorn - Del Dios Middle School*

**"The message was inspiring and gave us all something to think about. I highly recommend Russ Peak's program to any activities director looking for a quality program."**  
*Jeff Burghardt - Ponderosa High School*

**"Russ Peak's Magic of the Mind is the one assembly that all of my students consistently remembered throughout the year. I highly recommend his assembly to any middle school to help motivate your students to achieve at a higher level."**  
*Shad Grijalva - Quail Valley Middle School*

**"The students were never so excited about an assembly as they were the one by Russ Peak. He really captured their attention and provided a source of conversation that lasted for days. The students made sure it was known, we want him back again!"**  
*Rusty Fachner - Escalon High School*

### Patty Judge cont.

(Continued from page 3)

districts, deal with financial restrictions and budget short falls, and develop programs and procedures for small learning communities. This is a critical time for CADA. My involvement and experience has made me a capable leader – one who has the desire to expand CADA's mission across the state. Working closely with the state board in supporting goals related to marketing, technology, funding for programs, restructuring, and educating the administrative community about benefits of leadership development and student activities has given me experiences crucial for CADA leadership. My participation in 2 CADA State Board goal setting sessions and serving as lead coordinator has given me the opportunity to study the entire organization, from the grass roots level to the state level.

My goals for CADA include:

- ✓ Promoting CADA by continuing development of "Administrative Task Force"
- ✓ Develop strategies to study legislative issues affecting student activities and our schools
- ✓ Promote & enhance leadership standards manual

- ✓ Develop a comprehensive membership drive to reach non-member schools and develop a plan for supporting increased membership
- ✓ Continue to refine & develop technology advancements within CADA

I have a sincere devotion to CADA; a deep willingness to serve as Vice President; and the burning desire to see CADA be in the **right place** for you. As Vice President, I will work diligently to insure your needs are met. I feel confident your vote for me would be a wise choice.

### Tiburcio Garcia cont.



(Continued from page 3)

revenue. Since leaving the state board I have continued to serve Area F as the Asst. Area Coordinator. During these last two years I have reflected upon and considered the areas requiring the focus and leadership of CADA

I truly believe that an organization must be in a constant state of evaluation and improvement to grow and maintain its excellence. Some of the areas I want to focus on as vice president/president are as follows: 1) I want to maintain and improve the quality of our existing CADA/CASL

programs. 2) Successful leadership/activities programs require continuity so it is essential that we implement a strong mentorship program to support new activities advisors. 3) With our ongoing membership drive it will be crucial to work with CADA Central to develop a plan to maintain and improve our member services. 4) Our most powerful communication tool is our website and we must stay current with our information as well as technology. 5) Our corporate sponsorships are vital to the success of our state wide programs and we must foster and develop new methods to continue this mutually beneficial relationship, especially in light of recent state legislation regarding food sales. I believe I bring the following attributes to the State Board which will foster improvement and they are communication skills, organization, efficiency, fiscal responsibility, knowledge of board policy and procedures, and a passion for student leadership.

I hope this letter has helped to clarify my experience, background, goals and objectives. I am enthusiastic and prepared to lead CADA as its vice president/president. If you have questions, concerns, or ideas for improving our organization, please e-mail me at [gfunkasb@aol.com](mailto:gfunkasb@aol.com).

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## RENO State Convention Continued

*(Continued from page 1)*

and film sponsored by Coca Cola, Herff-Jones, Jostens, Lifetouch and USA Student Travel. General sessions will have an "academy awards" feel that will bring life to the awards presentations as well as set the stage for the feature presentations of each of the keynote speakers.

Thursday begins with a perspective on "The Journey" with film producer Erik Saperston followed by a full slate of workshop sessions, area meetings before the Coca-Cola dinner in the Exhibit Hall, and then the ever popular Herff-Jones Company's Bowling event and after party featuring the sounds of Feet First Eventertainment.

Friday's general session features keynoter Tyler Durman unveiling his newest project born from the halls of CADA schools. Following the election of CADA's new Vice President and continuing workshops, the Film Festival Gala dinner and Josten's Dessert and Dance cap off the exciting day.

The Exhibit Hall will feature nine hours of opportunity to experience the products and services of over 200 exhibit booths. Take advantage of this time to stretch your ASB dollars by knowing what is out there to improve your programs.

For new attendees of the convention there are special programs to help you make the most of your Festival experience. USA Student Travel sponsors the new to convention programs with

orientation sessions and an introductory one hour exclusive introduction to the exhibit hall.

**See the entire conference brochure and  
registration forms at [www.CADA1.org](http://www.CADA1.org)**

**Be a part of the 2006 CADA Convention . . .the  
CADA Film Festival in Reno, March 1-4, 2006.**



**Catch last years  
CADA Convention  
and re-live the memories  
of San Diego  
on this 25 minute video ...  
go online through the CADA web  
page—link.  
[http://www.cada1.org/  
StateConvention.html](http://www.cada1.org/StateConvention.html)**



# How To Be A Good Team Member

**Y**ou're a good employee: You spend 40 hours a week on the job, you work overtime when it's necessary, and you make regular, dependable contributions. And you take home a fair paycheck in exchange for those efforts. Does that make you a good "team player?" Not necessarily.

What separates the average worker from the successful team player? Although there's no simple answer, most team members feel a sense of ownership and pride in their jobs. While the typical employee may say "It's just a job," team members know that it's also a paycheck, and they understand how their pay is tied to overall company performance. They understand that it's in their best interests to perform at peak levels.

To make the move from average employee to great team member, you must do these six things:

1. **Become a full participant** Listen actively. Remember the "five W's and one H" method: Ask questions that begin with the words "What," "Were," "Why," "When," "Who" and "How." Speak plainly. Hint: Listen to yourself talk, or read a recent document or memo you wrote. Notice how many times you said or wrote "I," "me" and "my." Compare that to the number of times you said or wrote "we," "us" and "our." Team members should use the second set of words often. Contribute to every discussion. Even if you think you have nothing to say, you can always admit that. Better: If you don't feel you can actively contribute to a conversation, offer your support or volunteer to help.
2. **Increase self-motivation** Help with goal-setting-both personal and team. It's easier to work toward goals you help set and have something invested in. That will lead to increased job satisfaction, which in turn will make you more motivated and a better worker. Learn by asking. When you seek feedback, don't ask "How am I doing?" When you ask that way, it can be hard for leaders and peers to offer honest, constructive

feedback that can help you improve. Better: Ask "What can I do to improve?"

3. **Look beyond your team** Know your business. Make yourself familiar with team and organization goals, progress and morale. Learn how you fit in, and understand how your personal contributions-and your shortcomings-affect the larger group. Be sensitive to other points of view and learn how to compromise when it's required for success. Be willing to listen to other opinions, but don't be afraid to disagree. Suggestion: Use "I" statements when you think a plan or decision runs counter to the team's best interests. Example: "I've uncovered some evidence that shows ..."
4. **Become a team player** Cooperate, don't compete. Support your teammates by frequently using phrases that encourage them. Examples: "I appreciate ..." and "What do you think about ...?" Use your experience to help others. Volunteer yourself. Make yourself indispensable. Suggestion: Take on the tough assignments no one else wants. Step forward and show you're willing to do what it takes to make the team, your teammates and the organization succeed.
5. **Know what your company values-and respond to it** Take training seriously and apply what you learn. Remember: If your organization decides to devote time and money to provide training, it's because someone higher up thinks you're worth investing in. Take

the time to consider the "why" behind every training opportunity. Learn to avoid others' pet peeves. Learn to avoid their "hot buttons" and quirks-and discover and accommodate their personal preferences. That can make working with them easier, more productive and more pleasant.

6. **Improve self-confidence** Stop limiting yourself. Get rid of your fears, especially fears of failure. They hold you back and limit your effectiveness. Allow your creativity to flourish and you will make more meaningful contributions. Clean up your vocabulary. Get rid of the words "can't" and "won't." Become known as someone who "can" and "will."

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CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

# Convention Highlights

## Wednesday, March 1

- 215-715 Registration  
230-530 Advanced Learning Seminar /  
**Tom Jackson**  
(Online Pre-registration required)  
300-530 CADA Studio Store Open  
300-350 Workshop Session 1  
400-450 Workshop Session 2  
500-630 Dinner on Your Own  
615-715 Orientation and Welcome  
**Mike Smith and Earl Reum**  
730-845 First General Session featuring  
**Jeanne Robertson**  
900-1200 Area Suites Hosted by **Lifetouch**

## Thursday, March 2

- 745-100 Registration  
800-845 New to Convention / Breakfast  
and Orientation Sponsored by  
**USA Student Travel**  
800-1100 Affiliate Set Up  
900-1030 Second General Session -  
featuring **Eric Saperston**  
1030-330 CADA Store  
1050-1150 Awards Reception

- 1050-1130 Workshop Session 3  
1140-1220 Workshop Session 4  
1130-1230 New To Convention Exhibits  
1230-230 General Membership Exhibits  
120-420 Advanced Learning Seminar with  
**Phil Boyte** (Online Pre-  
registration required)  
245-400 Meet the Pros  
250-330 Workshop Session 5  
340-420 Workshop Session 6  
430-600 Area Meetings  
630-930 **Coca-Cola** Exhibit Hall  
Reception  
930-1230 **Herff Jones** Bowling and  
Dance/Film Previews

## Friday, March 3

- 800-1030 Registration  
830-400 CADA Studio Store Open  
800-930 Past Presidents Breakfast  
830-900 Workshop Session 7  
910-940 Workshop Session 8  
950-1020 Workshop Session 9  
1030-1200 Third General Session Featuring  
**Tyler Durman**

- 1200-400 CADA Elections  
1215-115 VIP Luncheon  
1200-330 Exhibit Hall  
340-450 Curriculum Roundtables  
350-440 Workshop Session 10  
350-440 Professional Learning  
Communities  
450-550 Area Meetings/Receptions  
700-800 Film Festival Reception  
800-900 Film Festival Dinner Celebration  
900-1200 **Josten's** Dessert and Dance

## Saturday, March 4

- 800 Fun Run  
900-1100 CADA Studio Store  
900-1020 Meet the Pros  
930-1020 Press Conference Follow-up  
with **Tyler Durman**  
1030-1120 Personal Coaching Sessions  
1040-1120 New Talent Search . . .Newer  
but Proven Speakers  
1130-1230 Fourth General Session /  
Luncheon - Convention Recap  
and 2007 Convention Preview

## CADA CONVENTION RENO—2006 UPDATE

### *Tennis Shoe Bowling*

Yes, bowl in your tennis shoes and avoid the line to get bowling shoes. Sign up during general registration on Wednesday or Thursday to reserve your lane for one of the two sessions (9:30 - 10:45 pm or 10:45pm - 1 2:30 am).

### *What to wear for the dinner/dance.*

Dress for a night of glitz and glamour on the Red Carpet in evening gowns or cocktail attire for the ladies, black tie optional for the gentlemen!

### *Quiet on the Set*

To promote a quality convention, members and exhibitors request that no children attend workshops, general sessions, the exhibit hall, social functions or the reception area. We appreciate your cooperation in making this a truly professional convention.

# Convention 2007 ...

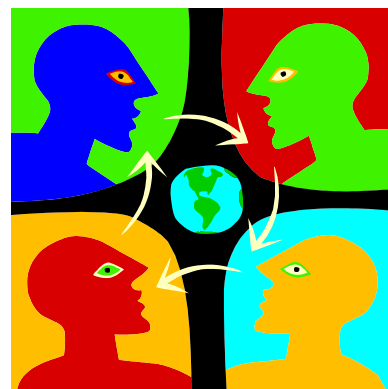
## A Teaser from your CADA Vice President

**D**id you know that there is a huge clue about the 2007 convention in San Diego at our convention in Reno this February? I challenge you to find it and get a glimpse at the convention theme and excitement for 2007! The only hint I will give you is that you can find the clue in the fantastic exhibit area! So have your radar on to find the clues!

If you don't find the clue in the exhibit halls...then you certainly won't miss it when you attend the amazing luncheon on Saturday from 11:30-12:30. You will start your day with stellar sessions like a Press Conference with Tyler Durman, or a New Talent Search, or Professional Coaching which is an opportunity for you to ask specific questions to experts! Then at 11:30 AM you will see your next clue for the 2007 convention! Waiting inside the doors of the main ballroom **PEGLEG Entertainment** will dazzle you with décor depicting the convention theme for 2007! Then there will be the popular video recap from **Life Touch** that leaves us with goose bumps and validation of why we come to CADA!

We are so excited to bring you more of what you ask for in leadership demands! Come spend some time with CADA at our state convention. The experience will inspire you, and it will give you skills to become a better activity director and person!

In Spirit,  
Denise Van Doorn





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If you would like to submit an article, thoughts or well wishes, send to:

**Paul Chylinski**

1765 W. Cerritos Ave.

Anaheim, Ca. 92804

Chylinski\_p@auhsd.k12.ca.us

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## Rare Historical Facts ... or Fiction

In an effort to find important news for the readers of this newsletter, I often stumble upon information that is just too good to pass up. I read a book called *"Killing Time"* by Caleb Carr that focuses on the possibility of going back in time and changing events through the use of the internet. Are the following events true, made up or are we just "Killing Time"?

In George Washington's days, there were no cameras, image was either sculpted or painted. Paintings of George Washington showed him standing behind a desk with one arm behind his back while others showed both legs and both arms. Charge by painters was not based on how many people were to be painted, but by how many limbs were to be painted. Arms and legs are "limbs," therefore painting them would cost the buyer more. Thus the expression, "Okay, but it'll cost you an arm and a leg."



### Washington

As incredible as it sounds, men and women took baths only twice a year (May and October). Women kept their hair covered, while men shaved their heads (because of lice and bugs) and wore wigs. Men could afford good wigs made from wool but couldn't wash the wigs, so to clean them they would carve out a loaf of bread,

put the wig in the shell, and bake it for 30 minutes. Heat would make the wig big and fluffy, hence the term "big wig." Today we often use the term "here comes the Big Wig" because someone appears to be or is powerful and wealthy.

In the late 1700s, many houses consisted of a large room with only one chair. Commonly, a long wide board folded down from the wall, and was used for dining. The "head of the household" always sat in the chair while everyone else ate sitting on the floor ... a guest, who was usually a man, would be invited to sit in this chair during a meal. To sit in the chair meant you were important and in charge so you would call the one sitting in the chair the "chair man." In business, we use the expression or title "Chairman" or "Chairman of the Board."

Personal hygiene left much room for improvement. As a result, many women and men had developed acne scars by adulthood. The women would spread bee's wax over their facial skin to smooth out their complexions. they were speaking to each other, if a woman began to stare at another woman's face she was told, "mind your own bee's wax." the woman smile, the wax would crack, hence the term "crack a smile" in addition, when they sat too close to the fire, the wax would melt ... therefore, the expression "losing face."

Ladies wore corsets, which would lace up in the front. Proper and dignified woman, as in "straight laced". . . wore a tightly tied lace.

Common entertainment included playing cards. , there was a tax levied when

purchasing playing cards but only applicable to the "Ace of Spades." avoid paying the tax, people would purchase 51 cards instead. Yet, since most games require 52 cards, these people were thought to be stupid or dumb because they weren't



"playing with a full deck."

Early politicians required feedback from the public to determine what the people considered important. There were no telephones, TV's or radios, the politicians sent their assistants to local taverns, pubs, and bars and were told to "go sip some ale" and listen to people's conversations and political concerns. Many assistants were dispatched at

different times. "You go sip here" and "You go sip there." two words "go sip" were eventually combined when referring to the local opinion and, thus we have the term "gossip."

At local taverns, pubs, and bars, people drank from pint and quart-sized containers. A bar maid's job was to keep an eye on the customers and keep the drinks

coming. She had to pay close attention and remember who was drinking in "pints" and who was drinking in "quarts," hence the term "minding your P's and Q's."



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## GRAB A PEN AND MAKE A POSITIVE IMPACT ON KIDS YOU KNOW

### Celebrate Camp Fire USA's 10th Annual Absolutely Incredible Kid Day®

### March 16, 2006



[Kansas City, Mo.]

Business adviser Stephen Covey believes it's an "extremely effective idea." Celebrities Bill Cosby, Oprah Winfrey and Donald Trump have used it to make children feel like stars. And caring adults nationwide agree it works. What do these people have in common? They've discovered the value of Camp Fire USA's *Absolutely Incredible Kid Day*®.

On Thursday, March 16, Camp Fire USA once again asks the nation's adults to participate in *Absolutely Incredible Kid Day*® by writing letters of support and encouragement to special children in their lives or to any child who might need encouragement.

"The idea is simple. The time investment is minimal. The results are long-lasting," said Stewart J. Smith, national CEO, Camp Fire USA. "A letter can be so powerful and such a positive force in a child's life—and it's an extremely rewarding and emotional experience for the letter writer as well."

Research shows that simple words of encouragement and compassion can make a difference in a child's life. Putting those words into a letter allows the recipient to hang onto those encouraging words, and return to them for inspiration and guidance, often for years to come.

This is the cornerstone of Camp Fire USA's *Absolutely Incredible Kid Day*®: communicating to America's most precious resource—our youth—how valuable and absolutely incredible they are.

March 16, 2006, marks Camp Fire USA's 10th annual *Absolutely Incredible Kid Day*®. This national letter-writing campaign to honor children has been deemed an overwhelming success by child care experts, educators, celebrities, leaders, parents and kids everywhere.

*Absolutely Incredible Kid Day*® has touched more than 600 million people in the nine years since its inception. Its supporters include national figures such as celebrities, politicians George W.

Bush and "Kit" Bond; family authority, Sylvia Rimm, Ph.D.; and sports heroes Jerry Rice and Jeff Gordon.

Throughout the country, Camp Fire USA councils will celebrate *Absolutely Incredible Kid Day*® locally with a variety of unique events, including the Adopt-a-School project, fundraisers and delivery of bibs to newborns. To get involved with *Absolutely Incredible Kid Day*® in your community, [contact your nearest Camp Fire USA council](#).

Nationally, the goal of *Absolutely Incredible Kid Day*® is for every child to receive a

letter. It can be left on a pillow, mailed, stuck in a lunch box, e-mailed, read over the phone or read in person. Camp Fire USA wants parents, grandparents, aunts, uncles, siblings, neighbors, educators, mentors and all adults to participate.

Help Camp Fire USA celebrate America's children by writing a letter to the kids in your life. It's a simple gesture whose impact can last a lifetime.

Camp Fire USA is one of the nation's leading not-for-profit youth development organizations, serving nearly three quarters of a million participants annually. Camp Fire, with national headquarters in Kansas City, Missouri, since 1977, provides all-inclusive, coeducational programs in hundreds of communities across the United States. Camp Fire USA's mission is to build caring, confident youth and future leaders. By design, Camp Fire's programs, including small group experiences, after school programs, camping and environmental education, child care and service learning, build confidence in younger children and provide hands-on, youth-driven leadership experiences for older youth. For more information, visit [www.campfireusa.org](http://www.campfireusa.org).



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## Case Continued from page 1

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and video.

Benefits of Co-curricular Activities

- **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

- **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work.

Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.

Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities

support the academic mission of schools and are inherently educational):

Participation in high school activities is a valuable part of the overall high school experience.

- Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.

- The 29<sup>th</sup> annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of co-curricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.

- The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and

work ethic that sports require.

- In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.

- Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- A study by Search Institute in 1995 indicates that co-curricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.

- School-age children and teens who are unsupervised during

(Continued on page 13)



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## Case Continued from page 12

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the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.

- Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.

- A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.
- In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.
- Students who compete in high school activity programs make higher grades and have better attendance.
- A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates

(Continued on page 14)

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students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

- A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

- In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

- Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants.

Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.

- A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of

- \* 95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.
- \* 99 percent agreed that participation in activities promotes citizenship.
- \* 95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.
- \* 76 percent said they believe the demand made on students' time by activities is not excessive.
- \*\* 72 percent said there is strong support for school activity programs from parents and the community at large.

interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized

test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

- High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

active in interscholastic activities.

- 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved grades and increased attendance rates.

Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one

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## Case Continued from page 14

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activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

- Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12<sup>th</sup> graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8<sup>th</sup> grade or those who were predisposed to have more pro-social attitudes toward school, sports participation had a positive effect.
- A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10<sup>th</sup> graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.
- The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic

Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including: **School boundaries** – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies. **Youth programs** – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.

**Achievement motivation** – Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.

**Planning and decision making** – Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.
- Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.
- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43

percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.
- The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget. Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was \$2.6 billion, and activity programs received only \$2.9 million, a minuscule one-tenth of one percent (.001).



# Ola-King Claye Says Goodbye

## The March of Time

*I still find each day too short for  
all the thoughts I want to think,  
all the walks I want to take,  
all the books I want to read and  
all the friends I want to see.*

## John Burroughs

For me and the majority of Activity Directors, "TIME" is a very powerful tool.

It gives us the opportunity to grow, develop our minds, and mature into the fashion of great men and women. If only the days were thirty-four hours long, we all would have the time to complete all the little tasks of being an educator.

Since there is only twenty-four hours in each day, we do what we do best, we create miracles. That's the long and short story of "TIME" in our life as Activity Directors.

"Time is what we make of it. How we use it, is a mirror of our Integrity."

As I reflect on my four years as part of CADA's Presidential Chairs, time just took off like a bullet and didn't slow down. Now, the time has come to say "Thank You" for the "GOOD Times". I can truly say that the 1,460 days were a combination of joy, hard-work, and several "Teachable moments." CADA has given me the opportunity to grow in the areas of leadership, commitment, responsibility, accountability and above all team-work.

CADA is a family filled with hundreds of members and is an excellent example of having an extended family. No one person makes CADA a successful organization, it's the work of a host of members with a caring attitude and a strong dedication to our students. That alone makes CADA a unique powerhouse. With a "CADA Team" behind you the sky is the limit.

At this time I would like to thank several special ladies who have given me the support and courage to be the best that I can be. Ms. Angela Aschbrenner, the "mother" of CADA. This lady has shown me what it means to be a "LADY" in CADA. She walks and talks CADA. Angela, you are my "CADA Angle"!!!

Joanne Laird, thanks for making me think "outside the circle". Your caring attitude and words of wisdom helped me see that things are not always the way they seem. Bonnie Calder, your warm words of encouragement helped me to deal with the pressure of being a leader. Robin Lee-Ramirez, you are my "CADA Buddy".

Thank you for walking me through the chairs. Giving me your insight on matters in and out of CADA. Sharing with me the dos and don'ts of being a caring leader.

Above all thanks for being "You". Lynette Hovland, you go girl! Lynette, your words on "Integrity" are still fresh in my mind.



I will always look to you for that all in one answer, "JUST DO IT." Ladies, thanks for walking the CADA Presidential mile and paving the way for all the future ladies that will walk in your foot steps.

Now, for my behind the curtain hardworking friend Jeles (Judy Mahoney) thanks for being part of my support team. Your kindness will always be remembered. You are a true friend.

A special shout goes out to the CADA men who have helped me better understand the true meaning of, "

In life it's not who you represent, but how.

Tony Ortega, (bro.) Rod Rodriguez (cheer), John Deavers (big hog), Cal Meek (B town) and Stu Shafter (waterman).

Thanks to all of you, my CADA family.

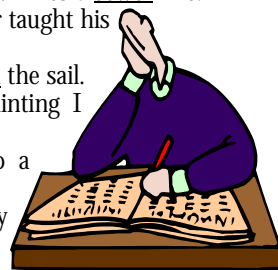
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## The English Language

Can you read these right the first time?

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A boss was painted on the head of the boss drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.
14. The buck does funny things when the does are present.
15. A seamstress and a sewer fell down into a sewer line.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail.
18. Upon seeing the tear in the painting I shed a tear.
19. I had to subject the subject to a series of tests.
20. How can I intimate this to my most intimate friend?



# A Convention Snapshot ... a true story

## A true story...

*Year one as an activities director: Saw the brochure for the CADA Convention and thought... "that's a nice thing to do... but I'm too busy to take four days off to go to that, just for those parties and 'special speakers'".*

*Following the CADA Convention thought... still too busy, not sure if it's really working but keep crossing out the activities on the calendar... graduation will be here soon!*

*Year two as an activities director: Saw the brochure for the CADA Convention and thought, "it's in San Francisco and it's really going to be too expensive... just think of what we could do at school with that money!" I'm not going... really I'm still too busy to take off the four days.*

*Following the CADA Convention... still too busy, not sure if it's really working but keep crossing out the activities on the calendar... graduation will be here really soon!*

*Year three as an activities director: Saw the brochure for the CADA Convention and thought, I've gotta do something... why am I doing this... I've gotta try something to figure out what I'm doing or maybe I actually want to go back and teach in an elementary school!*

*Following the CADA Convention... still too busy... but... hey, they really know what they are talking about and there are other people out there that understand what I'm trying to do... wow, I can do that next week and you know... I can use that idea to start next year... and...*

*Year four (and the next and the next!) as an activities director: Saw the brochure for the CADA Convention and thought... Yes... I'm there... more great ideas, inspiration, motivation and education. I can't be-*

lieve I did this job without going to the Convention. You know who needs to go this... that guy from...

*Following the CADA Convention... still too busy... but loving every moment of it... well almost every moment... and I think I may actually begin to know what I'm doing... maybe I'll do one of those presentations next year...*

### Things to do...

- ☐ Download the registration form... or find that brochure!
  - ☐ [www.CADA1.org](http://www.CADA1.org)
- ☐ Get registration in
  - ☐ Fill it out...
  - ☐ Get the check... or do it online this year!
- ☐ Airline reservation
  - ☐ Southwest usually is good... or
  - ☐ I get to drive this year
- ☐ Call the Hilton for hotel reservations
  - ☐ Nights of... March 1, 2 and 3
  - ☐ Call the 800 number 1-800-648-5080
- ☐ Check out the Advanced Learning Seminars
  - ☐ Register online at [www.CADA1.org](http://www.CADA1.org)
- ☐ Get business cards printed for exhibit hall.
- ☐ Pack a suitcase
- ☐ Pull out something nice to wear to the dinner dance!
- ☐ Look forward to Reno and the CADA Film Festival

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## *Case Continued from page 15*

*(Continued from page 15)*

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.
- American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

### **Co-curricular activities teach lessons that lead to better citizens.**

- An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to

reason and think well.

- A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome. In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.
- The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta. Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent). "The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students." Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other co-

curricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.
- Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."
- Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

Author unknown

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## Standard Based Teaching "ASB Position Papers"

Looking for a good leadership class writing assignment. Trying to meet some of the CADA State Standards for leadership like communication?

Here is a clear outline template for a position paper. There are lots of subjects ASB kids could write position papers on. Here is an example of how it can be done.

**Topic:** Is it acceptable for an ELECTED or APPOINTED OFFICIAL (someone charged with representing others) to abstain from voting?

### Aspects of a position paper:

- ☒ you are expressing your opinion
- ☒ it is non-fiction
- ☒ it is aimed at shaping the reader's attitude
- ☒ it can be used to describe, narrate, inform and/or persuade
- ☒ it requires that you take a position based on a series of arguments

### Format

Position papers have three sections: Introduction, Body and Conclusion.

### Introduction

#### Parts

1. "hook line" (a catchy first line that grabs the reader)
  - ☒ may be an anecdote, statistic, question, etc.
2. explanation of issue
  - ☒ why is this important
  - ☒ alternative sides to issue
3. thesis
  - ☒ your answer to the question or your position on the issue
  - ☒ this is the key to your whole paper, so make it good
4. plan of development
  - ☒ a one sentence outline of your subtopics (pieces of evidence) that you will be using to support your position

### Options:

- ☒ Consider using the following to

improve your introduction:

- ☒ ask important questions that are related to your thesis
- ☒ tell an anecdote (a brief, interesting story) that is related to your thesis
- ☒ give a startling fact or example that is related to your thesis
- ☒ give a quotation that is related to your purpose

### Body

The body consists of three to six paragraphs. You should have at least one paragraph/subtopic.

1. First & strongest argument/piece of evidence/subtopic
  - ☒ first sentence = topic sentence, where you state your argument
  - ☒ then specific details/evidence to support argument
2. Second & second best argument
  - ☒ same pattern
3. Third & weakest argument
  - ☒ same pattern

### Conclusion

Remember to:

1. restate thesis and summarize your subtopics
2. do NOT introduce new arguments or

evidence

3. give a final statement that will make the reader remember your ideas and think about them (this is your last chance to make an impression)

### Options:

Consider using the following to improve your conclusion:

- ☒ answer questions that you posed in the introduction
- ☒ warn the reader about what could happen if your ideas are not followed
- ☒ tell an anecdote that is related to your thesis
- ☒ ask an important question related to your thesis
- ☒ make a surprising or shocking final point that is related to your thesis
- ☒ use a quotation that is related to your thesis
- ☒ make a prediction that is related to your thesis

Please write a one-page (work processed-mandatory, your paper should be single spaced, 12 point font) position paper to be due ONE week from today when you walk into class. Late papers will not be accepted.

Worth 100 points.

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## ***CADA Statewide Calendar of Events\****

February 1, 2006	Middle School Mini Conference—South Pasadena
February 16, 2006	Area D High School Conference—Reagan Library
<b>March 1-4,06</b>	<b>CADA Convention—Reno</b>
<b>Mar 31-Apr 2</b>	<b>CASL Conference—San Jose</b>
May 2006	Area "A" Central Valley Student Leadership Conference - Modesto
June 06	NASC

*\* The Area Coordinator is the contact unless otherwise noted, see above numbers for information*

**For more detailed information check the web site at [www.cada1.org](http://www.cada1.org)**



CADA News  
3540 Soquel Ave. Suite A  
Santa Cruz, CA 95062

Please route to the following people [ ] Activities Director  
[ ] Advisors [ ] Principal [ ] Other Administrator  
[ ] Yearbook [ ] Cheer Advisor [ ] National Honor Society  
[ ] Other Coordinators [ ] Key Club Advisor

## ***How to Contact Your State Board***

### **Monica Anderson (Area D)**

Nipomo High School  
525 N. Thompson Road  
Nipomo, CA 93444  
(805) 474-3300  
[Manderson@lmusd.org](mailto:Manderson@lmusd.org)

### **Cindy Bader (Area B)**

Terra Linda High School  
320 Nova Albion Way  
San Rafael, CA 94903  
(415) 492-3134  
Fax (415) 492-3105  
[cinbad@srcs.org](mailto:cinbad@srcs.org)

### **Pete Cahn (State Legislative Advocate)**

P.O. Box 1554  
Woodland, CA 95776  
(530) 666-0285  
Fax (530) 668-9236  
[pcahn@cada1.org](mailto:pcahn@cada1.org)

### **Paul Chylinski (Communications Coord.)**

Loara High School  
1765 W. Cerritos Ave.  
Anaheim, CA 92804  
(714) 999-3692  
Fax (714) 999-3703  
[chylinski\\_p@auhsd.us](mailto:chylinski_p@auhsd.us)

### **Don Dagné (President)**

Clifton Middle School  
226 South Ivy Avenue  
Monrovia, CA 91016  
(626) 471-2600  
Fax (626) 471-2610  
[drbanana11@aol.com](mailto:drbanana11@aol.com)

### **Mark Dutra (Area C)**

Washington Intermediate School  
1150 N. Hayes Ave.  
Dinuba CA 93618  
School (559) 595-7252  
FAX (559) 595-8158  
[bigduke@lemooren.net](mailto:bigduke@lemooren.net)

### **Patricia Holt (Area F)**

Yorba Linda Middle School  
4777 Casa Loma Ave.  
Yorba Linda, CA 92887  
(714) 528-7090 x7043  
Fax (714) 996-2752  
[Phacula@sbcglobal.net](mailto:Phacula@sbcglobal.net)

### **Patty Judge (Area A)**

Cesar Chavez High School  
2929 Windflower  
Stockton, CA 95212  
209-933-7480  
[pajpatty@aol.com](mailto:pajpatty@aol.com)

### **Ola King-Claye (Past President)**

Rincon Valley Middle  
4650 Badger Rd.  
Santa Rosa, CA 95409  
(707) 528-5255  
Fax (707) 528-5644  
[OMKCTeach@aol.com](mailto:OMKCTeach@aol.com)

### **Sandi Kurland (Area G)**

Ramona High School  
1401 Hanson Lane  
Ramona CA 92065  
School (760) 787-4128  
Fax (760) 787-4129  
[skurland@ramona.k12.ca.us](mailto:skurland@ramona.k12.ca.us)

### **Mark Lantz (Area E)**

Chaparral Middle School  
1405 South Spruce Tree  
Diamond Bar, CA 91765  
(909) 861-6227  
FAX (909) 396-0749  
[mlantz@walnutvalley.k12.ca.us](mailto:mlantz@walnutvalley.k12.ca.us)

### **Bob Martin (Treasurer)**

3301 Bucknell Street  
Bakersfield, CA 9330  
(661) 872-0941  
FAX (661) 872-7752  
[CadaCash@cox.net](mailto:CadaCash@cox.net)

### **Don Shaffer (President Elect)**

Kramer Middle School  
645 Angelina Drive  
Placentia, CA 92870  
(714) 524-2171  
Cell (714) 624-1405  
[DonShaffer@sbcglobal.net](mailto:DonShaffer@sbcglobal.net)

### **Bill Smith (Convention Coordinator)**

267 North Ambling Drive  
Brea, CA 92821  
(714) 529-5865 Fax  
(714) 529-5865  
[cadabill@sbcglobal.net](mailto:cadabill@sbcglobal.net)

### **Linda Westfall (Secretary)**

44159 Margarita Road  
Temecula, CA 92592  
(951) 303-1373  
FAX (951) 303-8423  
[lsurfwestfall@aol.com](mailto:lsurfwestfall@aol.com)

### **Denise van Doorn (Vice President)**

Bear Valley Middle School  
3003 Bear Valley Pkwy  
Escondido, CA 92025  
760) 432-4060ex. 110  
FAX (760) 504-0814  
[obwhan@cox.net](mailto:obwhan@cox.net)

### **Jack Ziegler (Leadership Camp/CASL)**

(530) 662-8533  
FAX (530) 662-8118  
[JZiggie@aol.com](mailto:JZiggie@aol.com)

### **Glenn Zimmerman (Executive Director)**

**Dave Boddy  
(Account Manager)**  
CADA Central  
3540 Soquel Ave., Suite A  
Santa Cruz, CA 95062  
(888) USE-CADA  
FAX (831) 464-4881  
[glenn@btfenterprises.com](mailto:glenn@btfenterprises.com)  
[dave@btfenterprises.com](mailto:dave@btfenterprises.com)



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